

Program-specific Requirements

A. Title I, A: the process and criteria to waive the 40% school wide poverty threshold.

Schools that would like to move from a targeted assistance program (TAS) to a school-wide program (SWP), but are under the 40 percent poverty threshold, will be required to complete the following process to be eligible for a waiver: (1) The district will send the Montana Office of Public Instruction (OPI) a letter requesting a waiver for a school that does not meet the 40 percent threshold to become a school-wide program. The OPI will notify the district that the school will need to conduct a comprehensive needs assessment with its stakeholders to determine the need to switch from a TAS to SWP program. (2) The school will submit to OPI the outcome of the needs assessment along with a rationale for why the change is in the best interest of the students in the school. A three-member review team from OPI will review the needs assessment and rationale. (3) If it is determined that the change is in the best interest of the students, the school will be allowed to complete the rest of the school-wide process. Should OPI determine that the plan does not meet the best interest of the students, the school will be able to appeal the decision along with new facts to support the change to the OPI Assistant Superintendent for Educational Services.

B. Title I, Part C: Education of Migratory Children

- a. Description of the system for identification and recruitment of eligible migratory children on a Statewide basis, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and how the State will verify and document the number of eligible migratory children aged 3 through 21 residing in the State on an annual basis:

The success of the Montana Migrant Education Program (MEP) is dependent upon a systematic, statewide, vigorous, well-planned identification and recruitment (ID&R) effort overseen by the State Educational Agency (SEA). Because Montana has the 4th largest land mass of the 50 states, and many communities that are both rural and isolated, the MT MEP uses two statewide recruiters and one regional recruiter as year-round staff, and several seasonal recruiters during the summer months to accomplish these goals. The function of recruiters is to locate and certify all migrant children ages 3-21 who meet the statutorily mandated criteria for eligibility, including preschool migratory children and children who have dropped out of school who are in the State of Montana during the performance period between September 1 and August 31 of each year.

All recruiters are provided extensive and ongoing annual training regarding the ID&R of migrant children using the ID&R curriculum provided by the Office of Migrant Education (OME), the Montana State MEP ID&R manual, Migrant Student

Information Exchange (MSIX) guidelines, and other relevant and updated policy guidance tools which are currently available. Specifically, core eligibility, family history, and demographic data is collected by trained recruiters through a direct family interview and documented on the national Certificate of Eligibility (COE). These data are collected on COEs throughout the performance period and validated at the Local Educational Agency/Local Operating Agency (LEA/LOA) and SEA level by migrant administrators who are trained to detect any errors or questions raised by any given COE. Once the COE is certified as valid by the SEA, data are entered in the New Generation System (NGS) migrant student database by trained data entry personnel and once again reviewed by local and state administrators. In addition, eligible migrant students residing in Montana during the regular school term are flagged as such in the state student data base called AIM, to further ensure migrant eligibility awareness at the LEA level.

NGS is a web-based inter/intrastate information network that communicates demographic, educational, and health data of migrant students to educators and stakeholders throughout the nation. Through it, educators can generate a student transfer document to facilitate academic placement as the student transfers schools. NGS also allows educators to generate various student-level, management, and OME performance reports, and MSIX uploads on a nightly basis. Highly trained staff comply with the file specifications for the federally mandated EDEN and the Consolidated State Performance Report (CSPR). In addition to reports and functions designed to strengthen migrant ID&R practices at the local level, NGS also has an extensive management level report section dedicated to meeting the requirements of the CSPR. This function provides complete student level reports used to account for all the migrant children in the ED Facts data files. MEP State staff review these reports periodically during the year and again before the CSPR is finalized to ensure the accuracy of the ED Facts file submission.

The Consortia States of NGS also have an active advisory committee that addresses ongoing changes or requirements for the system in addition to the management team of Consortia State Directors, who ensure that the overall system requirements are met by the NGS Contractor. The management team provides the office space, servers, and upgrades to the system throughout the performance period in addition to a help desk for users and training of Consortia State users.

To further assure the quality and validity of MEP ID&R, periodic re-interviewing of families is done in compliance with the regulations governing the re-interviewing process. The MSIX notification system and the missed enrollment report also are used to ensure that all potential migrant students are found and identified throughout the performance period.

- b. Description of how OPI and districts will assess the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school:

The goal of the Montana Migrant Education Program (MEP) is to provide leadership to the field regarding programs and services that promote academic excellence and equity for the migrant students of Montana. To achieve this goal, the Montana MEP strives to create conditions that empower educators working with migrant children to collaborate in designing programs that build upon student strengths, eliminate barriers, provide continuity of education, and produce levels of performance for migrant students that meet or exceed those of the general student population. The Montana MEP helps migrant children and youth overcome challenges of mobility, frequent absences, late enrollment into school, social isolation, and other difficulties associated with a migratory life, so they can be successful in school. Furthermore, the Montana MEP prioritizes services to migrant children and youth who are failing, or most at risk of failing to meet the state's content and performance standards, and whose education has been interrupted during the performance period.

MEP funds must be used to address the unmet needs of migrant children that result from migrant children's lifestyle to permit them to participate effectively in school. The children of migrant, mobile agricultural workers and fishers have unique needs due to high poverty, high mobility, and interrupted schooling. It is important to understand the unique needs of migrant students as distinct from the English Language Learners (ELLs) or other special populations who are not mobile, so that those distinct needs are addressed in the service delivery planning process.

Each year, the Montana MEP updates the Comprehensive Needs Assessment (CNA) to identify the needs of Montana migrant students. Every 2-3 years, the SEA convenes a Needs Assessment Committee (NAC) consisting of SEA staff and parent/community and school district representatives (teachers, administrators, and other school staff). The Montana CNA follows the process outlined in the *Migrant Education Comprehensive Needs Assessment Toolkit: A Tool for State Migrant Directors* (2012). The process follows OME's Three-Phase Model that consists of *Phase I: What is a Comprehensive Needs Assessment?* *Phase II: Gathering and Analyzing Data*; and *Phase III: Decision Making*. During NAC meetings, concern statements are reviewed and revised along with needs indicators and needs statements. The NAC reviews data related to migrant student achievement, attendance, mobility, and migrant activities. In addition, MEP staff and parents from across the state are surveyed to determine the types and extent of needs of migrant students living in isolated locations. Data analysis and descriptions of the procedures are recorded in the annual CNA reports.

Concern statements form the basis of the development of strategies and measurable program outcomes (MPOs) developed during the Service Delivery Plan (SDP) process. In addition to concerns, need indicators, and need statements, solutions are proposed to improve student achievement, the possible effects that the solutions may have on the causes of the need, the feasibility of implementing the solutions, the acceptability to stakeholders, and suggested criteria for evaluating the results of the implemented solutions.

- c. Description of how OPI and school districts will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, are identified and addressed through the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs.

The Office of Migrant Education's Continuous Improvement Process is implemented by the Montana MEP to help ensure that participating migrant students benefit from a planning process that involves multiple stakeholders from across the State using a systematic process. The process begins with the CNA that informs the development of the SDP and continues on through program implementation, and program evaluation.

In accordance with the Statutory and Regulatory guidelines provided by OME, the comprehensive State SDP should be updated when the SEA: 1) updates the statewide CNA; 2) changes the State performance targets and/or MPOs; 3) significantly changes the services that the MEP will provide statewide; or 4) significantly changes the evaluation design. Also, the guidance provided is that given these various changes, the SDP should be updated about every three years. The last update of the Montana MEP SDP was in January 2015, with a plan in place to update the SDP during 2017-18.

The primary purpose of the CNA is to guide the overall design of the Montana MEP on a statewide basis, as well as to assure that the findings of the CNA are folded into the comprehensive state plan for service delivery. The SDP helps the Montana MEP develop and articulate a clear vision of:

- 1) the needs of Montana migrant children;
- 2) the services the Montana MEP will provide on a statewide basis;
- 3) the Montana MEP's MPOs and how they help achieve the State's performance targets;
- and
- 4) the mechanism to evaluate whether and to what degree the program is effective.

The Montana MEP CNA results provide a blueprint for the delivery of services within the State for migrant children and youth, including preschool, dropout and out-of-school youth. An SDP Committee was formed with representatives of the key stakeholders in migrant

education within the state. Migrant parents and community members were represented along with MEP educators, SEA staff, administrators, and recruiters.

The Montana SDP includes the five required components of the SDP (State Performance Targets, Needs Assessment, Service Delivery Strategies, MPOs, and Evaluation) and the alignment of these components. Each of the components has their own function in the SDP, but are linked to provide a cohesive and consistent approach to enable migrant students to achieve performance goals and targets. Other components addressed in the SDP include Priority for Services Students, Implementation and Accountability Plan, Professional Development Plan for Staff, Parent Involvement and Development Plan, Identification and Recruitment (ID&R) Plan, and Exchange of Student Records. It is important that the SDP ensures that MEP activities are aligned with the Montana Common Core Standards. The four goal areas (Goal Area 1: Reading; Goal Area 2: Mathematics; Goal Area 3: High School Graduation; Goal Area 4: School Readiness) are aligned with the Montana State performance targets and consider the College, Career & Culturally Ready standards.. As a supplemental program, MEP funds for services are only used to address the unmet needs of migratory children after all other sources of funding –whether local, state or other federal funding have been made available. All MEP staff are trained to make referrals to local, state and other federal programs prior to initiating any MEP -funded services. In the case of summer school programming, funded LEAs/LOAs are required to collaborate with other state, local or federally funded providers prior to using MEP funds. Those services may include Title I Part A, Title II, Special Education, HEW funded health programs and Head Start programs and others.

- d. Description of how OPI and school districts, will use funds received under Title I, Part C to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year:

Because migrant students move frequently, a central function of the MEP has always been to reduce the effects of educational disruption on migrant children in order to improve their educational achievement. The MEP has been, and continues to be, a leader in coordinating resources and providing integrated services to migrant children and their families. MEP projects also have developed a wide array of strategies that enable schools that serve the same migrant students to communicate and coordinate with one another. In Montana, inter/intrastate collaboration is focused on data collection, transfer, and maintenance through the following activities:

- Year round ID&R and collaboration with sending states;
- Use of NGS and MSIX for interstate student record transfer;
- Participation in the Management Team function of NGS with other state leaders;
- Coordination with AIM, the State's student information system for regular term students;

- Advocacy for inclusion of MEP data needs at SEA;
- Participation in the SMART learning Consortia;
- Participation in the Midwest Migrant Education Resource Center (MMERC);
- Partnering in the OSY and Pre-School Consortia;
- Implementing Project MASTERY (statewide lending library through the MMERC)
- Participation in the National Association of State Directors of Migrant Education (NASDME) and the National Migrant Education Conference for Professional Development;
- Implementation of the multi-state “Count on Me” tutoring consortia;
- Chairing the NASDME Student Scholarship Initiative;
- Coordinating secondary credit accrual with counselors and educators in other states in which students are enrolled;
- Participation in Texas and Washington State Interstate Initiatives specific to secondary students and credit accrual;
- Participation in the National PASS Association;
- Attending inter- and intra-state meetings as necessary for the implementation of the MEP.

The following are descriptions of some of inter/intrastate projects in which the Montana MEP participates. Project SMART targets the unique needs in math of migrant students in the states of Texas, Illinois, Wisconsin, Minnesota, New York and Michigan. SMART also utilizes the secondary PASS curriculum, incorporating a scientifically-based design for curricula that promotes the comprehension of math concepts and the preparation of migrant students for higher level math encompassing Five Dimensions of Mathematical Proficiency. Project MASTERY – Mobile Access for Students and Teachers to Educational Resources Year Round is an extension of the mobile technology lab concept. Project MASTERY provides access for migrant students to enhanced educational services by bringing a wide variety of technology-related instruction and classroom resources which are loaned to the rural schools as part of a cooperative agreement between the Montana MEP and the Minnesota Migrant Education Resource Center (MMERC). MASTERY staff uses a four-wheel drive vehicle to visit rural and isolated schools that have enrolled migrant students.

MASTERY also enables the Montana MEP to identify and recruit students in the most remote, non-project areas of the State where ID&R efforts had been all but impossible in the past. MASTERY teachers visit all of the schools in rural areas where one or more migrant students have been identified. They provide classroom materials, technological support, and teacher workshops throughout the whole state of Montana, as well as planning services to regular term projects. MASTERY serves as a catalyst for ID&R by informing local school districts unfamiliar with the MEP what needs to be done to ensure that migrant students are enrolled in the most appropriate educational programs. The goals of MASTERY are to increase migrant student access to technology and resource materials during the regular

school term, and provide teachers with professional development on the use of technology and resource materials to enhance the learning and achievement of migrant students, as well as providing increased intrastate coordination with LEAA. To ensure that our highly mobile students are receiving continuity of instruction, considerable statewide resources are allocated for interstate coordination with the sending state of Washington, and well as with Texas and other states to which migrant students travel to/from ensure that their education and support service needs are being met. Certificates of Eligibility are shared with sending districts to accommodate rapid identification and recruitment of shared students.

The Montana MEP relies on a number of sources of information and vehicles for the collection, storage and retrieval of data and the generation of reports that reflect inter/intra state mobility. Local MEP directors and other staff including MEP recruiters/ advocates are key to collecting parent and staff surveys, student achievement and other outcome data, and implementation data such as staff training rosters and focus group results to improve educational continuity of migrant students. As stated, the Montana MEP uses the following main sources of information to store, maintain, and transfer migrant student records: The New Generation System (NGS), Achievement in Montana (AIM) State Data base; Migrant Student Information Exchange (MSIX). These information systems are the basis for interstate and intra state coordination and continuity for the MTMEP. Specifically, the NGS (<https://ngsmigrant.com/>) is a web-based interstate information network that communicates demographic, educational, and health data on migrant students to educators throughout the nation. The system allows educators to record the movement of migrant students through the educational process by producing online records of a student's educational progress and health profile. Educators can generate a student transfer document to facilitate academic placement as the student transfers schools. The NGS also allows educators to generate various student-level, management, and OME performance reports.

NGS is secured in a variety of ways, one of which is password authentication. A user ID and password is issued once a completed application is received and approved. Consortium members are able to query, add, and update records on students, enrollments, assessments, special needs, and various health data. For academic records, members can add, update, consolidate, or view information on unresolved courses, failed courses, and recommended courses, passed courses, academic credits, state graduation plans, and graduation requirements. Information on facilities (SSID), facility contacts, and supplemental programs provided to students at a facility can be input.

Needs assessment information is generated in home-base States and transferred to Montana through NGS for Texas-based students, and the Migrant Student Data & Recruiting (MSDR) database for students home-based in the State of Washington. Examples of data received from home-base states include age-appropriate grade placement of Montana migrant students, information on the number of migrant students not meeting grade level

proficiency, language proficiency determinations, and state exit-level test scores. The U.S. Department of Education was mandated by Congress, in Section 1308 (b) of ESEA, as amended by the No Child Left Behind Act of 2001, to assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, it must ensure the linkage of migrant student record systems across the country. In accordance with the mandate, the Department has implemented the Migrant Student Information Exchange (MSIX) initiative whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.

Montana is fully operational in MSIX and the Montana Migrant System/NGS interfaces with it as well as with the state student data based (AIM) to allow the OPI to complete reports on interstate and intrastate student records. Montana is able to provide student data, as required, for the State Comprehensive State Performance Report (CSPR) and to meet other Federal and State data requirements.

Ongoing training is provided to Montana MEP staff throughout the year on all of these systems

- e. Description of the unique educational needs of the State's migratory children, including preschool migratory children and migratory children who have dropped out of school, and other needs that must be met in order for migratory children to participate effectively in school, based on the State's most recent comprehensive needs assessment:

LEA sub grantees compile data based on the educational record and perceived needs of every migratory child enrolled in their programs and enter that data into NGS. In addition to the LEA data, needs assessment information is generated in home base states and transferred to Montana through MSIX. Examples of data received from home base states include age-appropriate grade placement of Montana migrant students, information on the number of migrant students not meeting grade level proficiency, language proficiency determinations, and state exit-level test scores when available. In addition, various other data collection methods are employed to assess needs and identify solutions. These methods include:

- Surveys completed by MEP staff, recruiters, and migrant students and parents;
- Reviews of State assessment results in reading and mathematics with comparisons made between migrant students and non-migrant peers, and State performance targets;
- Reports on achievement and credit accrual toward high school graduation generated through NGS;
- Reports on student achievement in reading and math using Summer Success program assessments, Count on Me Math assessments, and Math CIG assessments;

- Reports on student achievement in technology using the Student Technology Use Assessment;
- Reports on preschool student achievement of readiness skills as measured by the Montana Preschool Outcomes Assessment; and
- Reports regarding OSY and their particular needs as recorded by advocates and recruiters;
- Reviews of support service needs and MEP staff professional development needs.

Needs assessment data reflect a wide range of challenges. This data indicates a need for both direct supplemental instructional services in reading and math, as well as for programs that support instruction including counseling, mentoring, graduation coaching, technology-based instruction, and other supplemental supportive service needs.

Following is a summary of the needs of migratory students in Montana during 2016-17.

High Mobility/ Interrupted Schooling	There is a great need for instructional services to provide for continuity of instruction as more than half of the eligible migrant students in Montana (53%) had migrated within the past 12 months.
Reading and Math Needs	Results from State assessment results, <i>Summer Success Reading</i> , and MathSMART assessments show that migrant students in Montana need intensive supplemental reading and math instruction during the regular school year and summer months to bring them up to grade level. Results show that students of all grades are not performing at their expected levels. This data is corroborated across the multiple assessments performed and reported by Montana MEP staff.
ESL Instruction	Half of Montana's migrant students are English learners (ELs). This demonstrates the need for increased collaboration with Title I Part A and Title II to provide intensive English as a second language (ESL) instruction during both the regular school year in their home districts and the summer months.
Preschool Student Needs	Preschool students assessed with the Preschool Outcomes Checklist arrived in Montana scoring 36% of mastery on school readiness skills.
Technology Needs	Student needs in the area of technology skills are great with students scoring at 60% short of mastery prior to receiving technology instruction.
Support Services Needs	Nearly all of the participating students were in need of social work referrals, health and dental services, outreach or advocacy during the year. Nearly three-fourths of parents responding to a survey reported that they had a need for books, school supplies, or computers/ Internet access.

Secondary Credit Accrual	Nearly one-third of all eligible migrant high school students/OSY needed high school credit accrual during 2015-16, indicating that they were credit deficient.
Professional Development	There is a continuing need to build the capacity of MEP staff to serve the academic needs of students in Montana. Professional development needs that exist address technology, curriculum/instruction, MEP updates, and training on the different programs provided to migrant students in Montana.
Parent/Family Needs	The majority of staff responding to the needs assessment survey felt that parents need training on technology use and strategies for helping their child with math and reading. The majority of parents responding also reported a need to learn strategies for helping their child with math and reading.

- f. Description of the current measurable program objectives and outcomes for Title I, part C, and the strategies the SEA will pursue on a statewide basis to achieve such objectives and outcomes:

Following are the MPOs and Strategies for **Goal Area 1: Reading**

MPO 1.1: In 2016-17 and each year thereafter, at least 98% of migrant students receiving supplemental reading instruction will be promoted to the next grade level.

MPO 1.2: In 2016-17 and each year thereafter, Project MASTERY will support migrant students in reading, literacy, and other language arts as measured by a rating of 4 or above on the Fidelity of Strategy Implementation (FSI) tool.

MPO 1.3: In 2016-17 and each year thereafter, migrant students receiving supplemental reading instruction will increase their reading skills by at least 10% as measured by Summer Success Reading and other reading fluency assessments.

Strategy 1.1: Each year beginning in 2016-17, local projects providing services during the regular school year will provide migrant students with supplemental, research-based academic interventions for extended learning opportunities in reading with appropriate progress monitoring and instructional adjustments.

Strategy 1.2: Each year beginning in 2016-17, Project MASTERY staff will provide supplemental, needs-based services (i.e., MMERC instructional materials, computers loans) during the regular school year to migrant students throughout the State in locations without a local MEP project to support reading, literacy, and other language arts.

Strategy 1.3: Each year beginning in 2016-17, local projects providing services during the summer will provide migrant students with supplemental, research-based reading instruction utilizing the Summer Success Reading program and other integrated reading programs.

Following are the MPOs and Strategies for **Goal Area 2: Mathematics**

MPO 2.1: In 2016-17 and each year thereafter, at least 98% of migrant students receiving supplemental math instruction will be promoted to the next grade level.

MPO 2.2: In 2016-17 and each year thereafter, Project MASTERY will support migrant students in math, science, and other related subject areas as measured by a rating of 4 or above on the Fidelity of Strategy Implementation (FSI) tool.

MPO 2.3: In 2016 and each summer thereafter, migrant students receiving supplemental math instruction via Project SMART will increase their math skills by at least 25% as measured by Project SMART math assessments.

MPO 2.4: In 2016 and each summer thereafter, at least 75% of migrant students assessed receiving supplemental math instruction via the Count on Me program will increase their math skills as measured by the Count on Me assessment.

Strategy 2.1: Each year beginning in 2016-17, local projects providing services during the regular school year will provide migrant students with supplemental, research-based academic interventions for extended learning opportunities in math with appropriate progress monitoring and instructional adjustments.

Strategy 2.2: Each year beginning in 2016-17, Project MASTERY staff will provide supplemental, needs-based services during the regular school year to migrant students throughout the State in locations without a local MEP project to support mathematics, science, and other related subjects.

Strategy 2.3: Each summer beginning in 2015, local projects providing services during the summer will provide migrant students with supplemental, research-based math instruction utilizing Project SMART.

Strategy 2.4: Each summer beginning in 2016, the MEP will implement the “Count on Me” math in the orchards program to students that migrate to the Flathead Lake area.

Following are the MPOs and Strategies for **Goal Area 3: High School Graduation**

MPO 3.1: In 2016-17 and each year thereafter, migrant students enrolled in secondary education courses in Montana will complete at least 50% of the courses in which they are enrolled.

MPO 3.2: In 2016 and each summer thereafter, after receiving technology-based instruction migrant students will increase their technology skills by at least 20% as measured by the Student Technology Use Assessment.

MPO 3.3: In 2016-17 and each year thereafter, after participating in MEP-sponsored leadership activities, 80% of students will report an increase in their development as leaders as measured by a pre/post self-assessment.

Strategy 3.1: Each year beginning in 2016-17, local projects will provide migrant students with access to secondary coursework and support to meet their high school credit accrual needs while they are in Montana.

Strategy 3.2: Each summer beginning in 2016, the MEP funded sites will provide migrant students with supplemental, research-based technology instruction to increase their engagement in school and prepare them for postsecondary, workforce, and career readiness.

Strategy 3.3: Each year beginning in 2016-17, provide opportunities for leadership development for migrant middle and high school students.

Following is the MPO and Strategy for **Goal Area 4: School Readiness**

MPO 4.1: In 2016-17 and each year thereafter, migrant preschool children receiving school readiness instruction will improve their skills by at least 5% as measured by the Montana MEP Preschool Outcomes Checklist.

Strategy 4.1: Each year beginning in 2016-17, local projects will provide preschool children with school readiness instruction when no other program is available to provide these services (i.e., during the summer months). Referrals will be made for migrant children to existing preschool programs.

- g. Description of how the SEA will ensure there is consultation with parents of migratory children, including parent advisory councils, at both the State and local level, in the planning and operation of Title I, Part C programs that span not less than one school year in duration, consistent with section 1304(c)(3) of the ESEA, as amended by ESSA:

Title I Part C supports parent involvement by enlisting parents to help their children do well in school. In order to receive MEP funds, a local project must implement programs, activities, and procedures that effectively involve migrant parents. As the first teachers of their children, parents know the needs of their children best and can provide insight into their children's strengths and challenges. As such, migrant parents can play a pivotal role in planning the educational programs in which their children participate. Involving migrant parents in planning the MEP also builds their capacity to assist in their children's learning at home. In addition, parent involvement in the planning of the program enables parents to understand the program and have informed conversations with MEP and school staff regarding their children's education. Through their participation in the planning process, migrant parents are also more likely to become advocates and supporters of the program because they have a personal stake in its success.

The Montana Office of Public Instruction (OPI) has structures and resources in place for involving and supporting parents and families. With the goal of ensuring that high quality services are provided to all communities and schools, OPI provides a link to parent resources on its website at http://opi.mt.gov/Programs/TitlePrgms/TitleIA/TitleIA.html#gpm1_4. The Family and Community Engagement (FACE) site offers links to resources and programs (i.e., the Montana PTA). Parents can print out useful information and search electronic links related to curriculum, tests and assessment results, nutrition, and health, and involvement in school improvement.

Montana offers general and specific information for parents to learn about the MEP, and to understand the ID&R process to determine whether their family qualifies for the program. Further, the Montana MEP offers ideas for parents to help their children experience success in school. Each local MEP sponsors parent development, family events for sharing information and resources, and culminating activities to which parents are invited to participate and bring their families. The Montana MEP and local projects consult with the parent advisory councils (PACs) about CNA and the design of the comprehensive SDP through the participation of parents on the Montana MEP CNA and SDP committees. These individuals, in turn, report back to their local PACs.

While Montana has a State PAC in place through Title I, Part A to which migrant parents are invited, migrant parents often are hesitant to travel long distances to attend a statewide meeting. As a result, local PACs are in place to allow parents to have input on key issues affecting migrant education in Montana. There are two primary Migrant PACs that meet during the year – one group of parents that speak Spanish on one end of the State, and one group of parents that speak Hmong on the other end of the State. As a result, the Montana MEP coordinates these two groups so that they operate as one group, but meet separately. Efforts to provide a Skype meeting to accommodate the long distances and work schedules of parents have been and will continue to be made.

The Montana MEP PACs serve in an advisory capacity to the Director of Migrant Education. Their advice assists the Director in making decisions to improve the program. The PACs play a critical role in the effectiveness of the MEP, therefore, MEP staff provide and maintain a high quality professional development program as well as maintain the PACs as a credible and viable vehicle for MEP success. Local PACs are supported by the State MEP, but have autonomy to make decisions about parent involvement at the local and State levels. They should:

- Be comprised of a representative sample of parents or guardians of eligible migrant children and individuals who represent the interests of such parents;
- Meet once per month during the regular school year;
- Be provided by local projects with a meeting location (with the assistance of the local projects, the PACs plan the time, and agenda well in advance);
- Schedule meetings convenient for parents to accommodate their work schedules;
- Provide meeting agendas, minutes, and other materials in a language and format that parents understand; and
- Establish meeting rules that support open discussion.

Local MEPs may use MEP funds to provide transportation, childcare, or other reasonable and necessary costs to facilitate attendance. The local MEPs retain copies of attendance

records, meeting agendas, minutes, and any other relevant materials for auditing purposes by the Montana MEP.

Given the basic summer services model employed by the State of Montana with a smaller year-round component, to meet the needs of mobile migrant parents in Montana, each local MEP has a parent component built into the project such that during the summer, parents are visited in their homes or places of employment by MEP staff to determine needs and ensure that their voices are heard. Staff funded by the State MEP serve as home/school liaisons and help arrange transportation to allow parents to attend school functions, child care during parent meetings, and individual or group tutoring for parents in ESL or topics such as family literacy, health/nutrition, or the importance of helping their children graduate.

- h. Describe the SEA's processes and procedures for ensuring that migratory children who meet the statutory definition of "priority for services" are given priority for Title I, Part C services, including:
- The specific measures and sources of data used to determine whether a migratory child meets each priority for services criteria:

As part of the ESSA requirements for Title I, Part C, every State must describe how it determines which students meet the Priority for Services (PFS) definition; and every MEP in every State is required to maintain a list of eligible migrant students as well as a list of the students designated as PFS. In addition to these lists, reasons for the decision to designate a student as PFS must remain on file with the student records at each migrant program site. Determining which migrant students receive PFS is put into place through the SDP as part of the State activity in which Montana sets its performance goals, targets, and benchmarks to ensure the appropriate delivery of migrant student services. Data on Mobility and Performance on State Assessments comprise each section of the Title I Part C application process for sub-grantees.

The State of Montana receives MEP funds from the U.S. Department of Education, Office of Migrant Education, to carry out the Federal Title I, Part C law which requires that priority must be given to students who are failing, or most at risk of failing to meet State academic content standards and student achievement standards and whose education has been interrupted during the performance period. The NAC reviewed the current State definition of how students fit into these categories and made adjustments for greater clarity and to align to State measures of academic content standards. The PFS formula for Montana is specified below.

Montana MEP Priority for Services (PFS) Levels		
Priority Level	Description	Priority Level Value
1	High School student with disruption of education and at least one other risk factor	5
2	Elementary student with disruption of education and at least one other risk factor	4
3	Student with QAD within the current year and at least one other risk factor	3
4	Student with QAD within the last 2 years and at least one other risk factor	2
5	Student with QAD within the last 3 years and at least one other risk factor	1

Because students may have multiple risk factors that could affect achievement, the MT MEP assigns a risk value to each factor collected. A higher value means the student has more numerous and severe factors that adversely affect school achievement. Risk factor values are averaged across each site and the state to come up with a risk factor rating. Comparing a site risk factor rating to the state risk factor rating allows the State Director to determine which sites have greater needs compared to the State as a whole.

Risk Factor	Risk Factor Value
Priority	1=5 points; 2=4 points; 3=3 points; 4=2 points; 5=1 point
Qualifying Move	A determining factor of priority level, no individual points are assigned.
Move in Performance Period	A determining factor of priority level, no individual points are assigned.
Disruption of education	A determining factor of priority level, no individual points are assigned.
LEP/ELL	Yes=2 points; No=0 points
Special Education	Yes=2 points; No=0 points
Proficiency on standardized assessments	Below proficient=4; Proficient=0
Oral Proficiency Level	1-2=4 points; 3=2 points; 4-5=0 points
Instructional Level Summer Success Math	4+ grades below=4; 3 grades below=3; 2 grades below=2; 1 grade below=1
SMART Pre/Posttest scores	Non proficient =4points

Summer Success Pre/Post-Test Reading	Non proficient =4points
Instructional Level Summer Success Reading	4+ grades below=4; 3 grades below=3; 2 grades below=2; 1 grade below=1
Retention/Overage for Grade/ Behind in credit accrual	2+ grades below=4; 1 grade below=2; Appropriate=0

- The delegation of responsibilities for documenting priority for services determinations and the provision of services to migratory children determined to be priority for services:
State MEP staff, local migrant directors, contractors, and others with expertise in the design, operation, and evaluation of MEPs provide technical assistance to MTMEP staff to help them most efficiently determine the students who are PFS. Montana makes the decision about how MEP services are delivered by assigning the first priority for services to students who have been determined to have the greatest needs and who are greatest risk of school failure by using the risk factor method of prioritization. Various sources of data are used to make these determinations using NGS, AIM, and MSIX, surveys, evaluation results and teacher observations. All PFS determinations are made as soon as possible and usually within ten days of eligibility verification and subject to the availability of data in all relevant systems.
- The timeline for making priority for services determinations, and communicating such information to title I, part C service providers:
All relevant PFS data is collected as part of the ID and R process utilizing data from sending states, previously attended schools, MSIX, and is mined from the CNA process as quickly as the data is made available to the MTMEP. PFS determinations must be made within ten days of enrollment and data analysis and is part of the sub-granting application approval system at the SEA.

C. Title III, A:

Entrance and Exit Procedures for English Learners

Montana has created standardized statewide entrance procedures for the accurate and timely identification of English learners (ELs). The process begins with every enrolling student's parent or guardian filling out a home language survey in order to gather data on languages spoken in the home or in the student's life. The home language survey establishes eligibility for the student to be screened on the WIDA W-APT Language screener. The W-APT screener assesses students in all four domains of language (speaking, listening, reading and writing). If a student's scores fall below the English language proficiency criteria, it is determined that they are an English learner and qualify for EL services. This process will take place and EL identification status will be completed by an LEA within 30 days of enrollment to the school. To ensure this occurs, there will be an assurance in the E-grant application for ESEA funds.

Based on experience, Montana has created a second entry point for eligibility of ELs through a Teacher Observation Checklist. This checklist allows classroom teachers the opportunity to observe a student's language and determine if that student should be screened on the language screener based on a language other than English. Once it is established that a language other than English may be impacting the student, they are given the WIDA W-APT screener to determine EL status.

Montana has developed English language proficiency criteria for ALL ELs to determine when an EL no longer requires EL services. An EL must obtain a 5.0 or better score on the overall composite score on the WIDA ACCESS 2.0 or WIDA ACCESS Kindergarten assessment. The student must also obtain a 4.0 or better score on both the reading and writing subtests in order to be considered eligible for exiting EL status. Once a student has obtained these scores, schools will develop a plan to review the EL data and make a determination if they are performing at grade level expectations in English and are able to fully participate in society. If these criteria are met, then the student is eligible to exit EL status.

Outreach of New Procedures

In order for The OPI to communicate the new standardized entrance and exit procedures, The OPI will provide guidance on The OPI website, face-to-face trainings, Teacher Hub Online Classes, technical assistance, regional trainings and connections with Title I conferences and training. Throughout the outreach process, The OPI will collaborate with the Title I Committee of Practitioners and EL Focus Groups regarding the implementation of the new procedures and continually develop appropriate and meaningful outreach. In addition to those collaborations, Title monitoring of schools will also provide evidence of implantation of the new procedures for all schools.

In addition to the exit and entrance procedures outreach, the OPI will continue to increase the amount of online Teacher Hub Courses for teachers, principals and other school leaders around best instructional practices for ELs. Based on stakeholder feedback and evidence, the OPI will continue to coordinate and deliver sustainable, job-embedded, and targeted professional development in order to increase the effectiveness of school systems in creating Language Instruction Education Programs for ELs.

- D. Title V, B Subpart 2 – Measurable program objectives and outcomes for rural and low-income schools:** The Office of Public Instruction will approve and monitor the Rural and Low-Income School grants to ensure that 100% of the grants implement activities allowed under the applicable title programs by spring 2018.

- E. McKinney-Vento Homeless Children –**

Describe the procedures the SEA will use to identify homeless children and youths in the State and assess their needs.

The OPI views the Homeless Education Program as a framework for supporting homeless students across the state. Due to the rural and frontier nature of many LEAs, it can be a

daunting challenge to resource poor communities to create a robust “program.” The OPI encourages all communities to view Homeless Education through the lens of Multi-Tiered Systems of Support. By creating a systematic and systemic approach to meeting the needs of all students, homeless students will be able to access interventions designed to increase their academic success and positively impact their social and emotional well-being.

LEAs are encouraged to identify homeless children and youths in an effort to better understand the challenges of all students within their schools. Accurate identification of homeless students allows LEAs to work with community partners to provide supports and resources. The State Coordinator encourages LEAs to apply for a wide variety of grants and funding sources designed to meet the needs of homeless and other underserved children and youths. By combining the identification of homeless students with data provided by the Early Warning System LEAs are further able to utilize research based interventions designed to mitigate the challenges faced by these students.

The OPI will rely on LEAs to reach out to homeless families and youths to identify, serve, and enroll such children and youths in public schools, or to refer them to local Head Start, Tribal Head Start, or other educational programs where appropriate. All homeless children and youths enrolled in a public school in Montana will be identified in the Achievement in Montana (AIM) database, including the student’s living situation at the time of identification as homeless. Children and youths who are unaccompanied shall also be marked as such in the AIM system. The OPI’s Education of Homeless Children and Youths program, in conjunction with the National Center for Homeless Education, shall provide training, technical assistance, and written guidance to all LEAs regarding the need to identify and provide services to such children and youths. Upon enrollment, all LEAs shall be encouraged to assess the needs of each homeless child or youth. LEAs applying for or receiving sub-grants shall conduct community wide assessments to determine the needs of all homeless families, children, and youths residing in the geographic area served by the sub-grant. Through regular communication with liaisons the State Coordinator shall assess the needs of homeless children and youths across the state, recognizing that such children and youths unique needs may be reflected in the abundance or lack of resources present in each community.

The State Coordinator shall collaborate and coordinate with the Montana PRIDE Foundation and other local, state, and national agencies and organizations providing support to LGBTQ children and youths to insure that that they have access to supports and services tailored to the unique needs of this population. The State Coordinator shall work with such agencies and organizations to focus on LGBTQ youth who are unaccompanied, a group that is particularly at risk for abuse, violence, and child sex trafficking.

The State Coordinator shall work with the Indian Education division and with Tribal Governments across the state to create culturally appropriate programs that meet the needs of both rural and urban Indian populations. The State Coordinator will provide focused technical assistance and training to schools located on or near reservations with high populations of American Indian students to insure that homeless students within these schools are appropriately identified and provided with services. Along with these efforts the OPI will continue to refocus grant funding efforts on reservation communities, recognizing that these communities have high proportions of child homelessness and minimal access to community level supports due to the rural and low-income nature of these communities.

Describe the SEA's programs for school personnel (including liaisons designated under section 722(g)(1)(J)(ii) of the McKinney-Vento Act, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

The OPI shall develop written materials, which shall be posted on the OPI's Homeless Education webpage, to assist LEAs in creating programs to address the unique needs of homeless children and youths in Montana. Materials shall include culturally responsive programming for American Indian children and youths which takes into account the many cultures and peoples located in Montana.

A) The OPI shall develop online professional development opportunities for all school personnel regarding the specific needs of homeless children and youths, including the unique needs of American Indian children and youths, and LGBTQ youths.

B) The OPI shall provide in person trainings at a variety of state-wide conferences. Such trainings shall include a minimum of seven hours of relevant workshops to be offered at the State Title I Conference on an annual basis, workshops at other state level conferences upon request, regional trainings through the CSPDs or RESAs, and district level trainings as requested.

C) The OPI shall provide technical assistance via email, phone call, or in person at the request of LEA personnel.

D) The State Coordinator shall provide trainings to educators and school personnel at the request of Tribal Education Agencies or upon request to schools operated by the Bureau of Indian Education which serve students transferring into our out of public schools.

E) The State Coordinator will provide trainings and technical assistance to other agencies and organizations providing services to homeless children and families.

Describe the SEA's procedures to ensure that disputes regarding the educational placement of homeless children and youths are promptly resolved.

All LEAs are required to adopt a policy and procedure for resolving disputes regarding the educational placement of homeless children and youths. Such policies and procedures may be the

same process used to address other disputes or grievances within the district. The OPI provides documents to all LEAs to assist them in informing homeless families and youths of their right to file a dispute. These documents are available on the OPI website and are also available to all LEAs in the state through TransACT.com, under a contract with the OPI. Parents, guardians, or unaccompanied youths may file a dispute with the OPI based on the following process.

Process for the prompt resolution of disputes regarding the educational placement of homeless students

(A) Notice by Local Education Agency (LEA)

Every school district or LEA must have a dispute resolution policy specifically addressing the rights of homeless students to appeal placement decisions. A written explanation of the school's decision regarding school selection or enrollment, including the right to appeal, must be provided if the parent, guardian, or unaccompanied youth disputes the school's decision. The written explanation must be complete, contain contact information for the LEA homeless liaison and SEA coordinator, the procedure for appeal, and in a language the parent, guardian, or unaccompanied youth can understand.

(B) LEA Homeless Liaison

In any dispute regarding enrollment or placement of a homeless youth, the school must refer the parent, guardian, or unaccompanied youth to the LEA's homeless liaison to assist in carrying out the dispute resolution as quickly as possible. The homeless liaison is responsible for ensuring that the dispute resolution process is followed for an unaccompanied youth.

(C) LEA Decision

The LEA homeless liaison is encouraged to work with the Montana Office of Public Instruction (OPI) Education of Homeless Children and Youth (EHCY) Program Coordinator as appropriate to resolve the dispute. If the dispute cannot be resolved at the local district level, the liaison shall appeal the matter to the OPI. The student must remain enrolled until resolution of the dispute.

(D) SEA Education of Homeless Children and Youth Coordinator

Upon receipt of a completed dispute resolution form and related documentation, the State EHCY Coordinator shall, within 15 business days, convene a panel of three OPI staff to investigate and resolve the dispute. The decisions of the panel will be final. The OPI will issue a written decision to the LEA, and the parent/youth. A Dispute Resolution Form is available for download on the OPI website for use during the dispute resolution process. Copies of the dispute resolution procedure and forms are available for school district liaisons to give to families, staff, and service providers.

Note: If a dispute arises over school selection or enrollment, the child/student must immediately be admitted to the school in which enrollment is sought pending final resolution of the dispute. Admission includes transportation and other school services and activities.

Describe the SEA's procedures to ensure that youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies.

The State Coordinator shall work with the Montana School Counseling Association (MSCA) to increase awareness among school counselors of the need to assist homeless youths in receiving appropriate credit for full or partial coursework. The State Coordinator shall also work with the MSCA to provide all school counselors in the state with training regarding the need to assist all homeless students in preparing for college or careers.

The State Coordinator will work with the Montana Digital Academy to provide credit recovery and full and partial credit accrual options for homeless youths enrolled in high school.

Describe the SEA's procedures to ensure that homeless children and youths:

- a) Have access to public preschool programs, administered by the SEA or by LEA, as provided to other children in the State;
- b) Who meet the relevant eligibility criteria, do not face barriers to accessing academic and extracurricular activities under ; and
- c) Who meet the relevant eligibility criteria, are able to participate in Federal, State, and local nutrition programs.

- 1) The SEA State Coordinator serves on Montana's Best Beginnings Advisory Council and provides input to member agencies regarding the need to provide services to homeless preschool children. The State Coordinator also works with the Head Start Collaboration Coordinator to insure that homeless children are prioritized for services within Head Start and Tribal Head Start Programs. Homeless children represent nearly 10% of all children served in Montana Head Start Programs. The State Coordinator also collaborates with the Montana Preschool Development Grant (MPDG) to prioritize services to homeless children in communities funded by the grant. Upon request the State Coordinator also provides training and technical assistance to Head Start and MPDG programs.
- 2) The State Coordinator communicates with the Montana High School Association (MHSA) to insure that homeless students are granted waivers to eligibility requirements based on residency. The MHSA will provide trainings to homeless liaisons and will jointly publish guidance for liaisons assisting homeless students in applying for waivers to the

eligibility requirements. The State Coordinator also works with state and local programs that provide extracurricular activities to homeless children and youths, including the YMCA, United Way, and other programs. The State Coordinator collaborates with the Career and Technical Education Division to insure access to CTE activities including FFA, FCCLA, HOSA, ProStart, and other similar career based programs. The State Coordinator encourages LEAs to provide opportunities for homeless students to enroll in Advanced Placement Courses, International Baccalaureate Programs, Dual Enrollment Programs, Gifted and Talented Programs, and other academic programs. LEAs are encouraged to assist homeless students in participating in Fine Arts programs. Through collaborative efforts with non-profits such as My Student in Need, LEAs are encouraged to reach out to the local community to provide items needed for participation in extra-curricular activities, including athletic gear, musical instruments, and other tools or equipment as necessary.

- 3) The State Coordinator collaborates with the School Nutrition Division of the OPI to provide guidance to all districts on providing immediate access to free school meals to all homeless students. The OPI collaborates with Montana No Kid Hungry to encourage LEAs to provide alternative breakfast programs, such as Breakfast in the Classroom and Breakfast After the Bell, in schools and communities with high numbers of homeless and low-income students. Through the Title I Program the Homeless Coordinator encourages all eligible schools to participate in the Community Eligibility Program, which assists all students, both homeless and at-risk of homelessness, in accessing free school meals. The State Coordinator also encourages all LEAs to collaborate and coordinate efforts with the Montana Food Bank Network and with local food pantries to provide food pantries in school buildings, and to provide Backpack Food Programs to homeless and low-income elementary school students.

Describe the SEA's strategies to address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays and retention, consistent with section 722(g)(1)(H) and (I) of the McKinney-Vento Act.

The OPI requires liaisons in all LEAs participating in the sub-grant program to participate in at least seven (7) hours of professional development addressing the needs of homeless children and youths on a yearly basis. The State Coordinator provides trainings on topics related to the enrollment and retention of homeless children and youths on a yearly basis. Liaisons in all other LEAs shall be required to obtain a minimum of three (3) hours of

professional development addressing the needs of homeless children and youths on a yearly basis. All professional development may be obtained through webinars offered by the federal technical assistance provider, through the National Association for the Education of Homeless Children and Youths, through the State Coordinator, or through other recognized experts in the field of child and youth homelessness.

The OPI shall provide written guidance documents regarding the needs to enroll and retain homeless children and youths, including the unique needs of American Indian homeless students, LGBT homeless students, pregnant and parenting homeless students, and other categories as appropriate. Such guidance shall be posted on the OPI's Homeless Education page.

The State Coordinator shall collaborate and coordinate with other divisions with the OPI which provide specific supports, such as Migrant Education, Indian Education, Special Education, Gifted and Talented Education, Preschool Programs, Career and Technical Education, and other programs and initiatives relevant to the needs of homeless children and youths.

The State Coordinator shall collaborate and coordinate with the Montana Behavioral Initiative, the Montana SOARS (Project AWARE) Program, the School Climate Transformation Grant, the Multi-Tiered Systems of Support Initiative, and other initiatives and grant funded programs aimed at creating awareness of and positive supports for homeless children and youths.